Grade 4 Unpacked Math Standards – Number Sense

4.N.1.1. Students are able to **read**, **write**, **order**, and **compare** numbers from .01 to 1,000,000.

Webb level: 2
Bloom: Comprehension

Verbs Defined:
Order - to arrange from smallest to largest
Compare - to tell how things are alike or different

Key Terms Defined:

Teacher Speak:
Students are able to read, write, order (arrange from smallest to largest), and compare (tell how numbers are alike or different) number from .01 to 1,000,000.

Student Speak:
I can . . .
- read numbers from .01 to 1,000,000 in standard, expanded, and word forms.
- write numbers from .01 to 1,000,000 in standard, expanded, and word forms.
- arrange (order) numbers from .01 to 1,000,000 in order from smallest to largest
- tell (compare) how numbers from .01 to 1,000,000 are alike and different

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4.N.1.2. Students are able to **find** multiples of whole numbers through 12

Webb level: 1
Bloom: Comprehension

Verbs Defined:
Find- find

Key Terms Defined:
Multiples – the product of a quantity and a whole number
Whole number –a counting number including 0 (0, 1, 2, 3, 4, 5…)

Teacher Speak:
Students are able to find multiples (the product of a quantity and a whole number) of the numbers 1 through 12.

Student Speak:
I can find multiples (the product of a quantity and a whole number) of 1-12.

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4.N.1.3. Students are able to **use** a number line to **compare** numerical value of fractions or mixed numbers (fourths, thirds, and halves).

Webb Level: 1
Bloom: Comprehension

Verbs Defined:
Use – to look at
Compare – tell how things are alike and different

Key Terms Defined:
Number line – a line marked with numbers to show placement of numbers
Numerical Value – what a number is worth
Fractions – when something (group, set, number) is divided in to equal parts, each part is called a fraction. A fraction can be expressed as one number written above another (x/y).
Mixed Numbers – number written as a whole number with a fraction

Teacher Speak:
Students are able to use (to look at) a number line marked with fractions and mixed numbers (fourths, halves, and thirds) to compare (show) how they are alike and different

Student Speak:
I can look at (use) a number line (a line marked with numbers to show placement of number) with fractions (when something (group, set, number) is divided in to equal parts, each part is called a fraction. A fraction can be expressed as one number written above another (x/y).) and mixed numbers (number written as a whole number with a fraction) and tell how they are alike and different (compare).

4.N.1.4. Students are able to **interpret** negative integers in temperature

Webb Level:
Bloom: Application

Verbs Defined:
Interpret- decide

Key Terms Defined:
Negative Integer – any number below zero.
Integers – the name for the set of positive and negative numbers, together with zero.
Temperature – the degree of hotness or coldness measured on a definite scale.

Teacher Speak:

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Students are able to identify changes in temperatures below zero when looking at a thermometer

Student Speak:
I can use a thermometer to understand temperature changes below zero.

4.N.2.1. Students are able **to find** the products of two-digit factors and quotient of two natural numbers using a one-digit divisor.

Webb level: 2
Bloom: Application

Verbs Defined:
Find a product: solve to get an answer to a multiplication problem
Find a quotient: solve to get an answer to a division problem

Key Terms Defined:
Product- the result of a number being multiplied by another number
Factors- one of the two numbers multiplied to get a product
Quotient- the result of a number being divided by another number
Divisor- the number by which a dividend is to be divided (the number located outside the division box)
Natural numbers- counting numbers (1,2,3… not including 0)

Teacher Speak:
Students are able to multiply two digit by two digit factors and divide a number with a one digit natural number (non-zero whole number) divisor.

Student Speak:
I can take a two digit number and multiply it by another two digit number to get an answer (find a product).
I can find the answer to a division problem (quotient) that has a one digit non-zero divisor (the number by which a dividend is to be divided).

4.N.2.2. Students are able to add and subtract decimals with the same number of decimal places.

Webb level: 1
Bloom: Application

Verbs Defined:

Key Terms Defined:

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Decimals- a number in which any parts less than an integer are written after the decimal point (56.34).
Decimal places- the position of a number to the right of the decimal point.

Teacher Speak:
Students are able to add and subtract decimals with the same number of decimal places.

Student Speak:
I can add decimals (a number in which any parts less than an integer are written after the decimal point) that have the same number of decimal places (the position of a number to the right of the decimal point).

I can subtract decimals (a number in which any parts less than an integer are written after the decimal point) that have the same number of decimal places (the position of a number to the right of the decimal point).

4.N.3.1. Students are able to estimate sums and differences in whole numbers and money to determine if a given answer is reasonable.

Webb Level: 2
Bloom: Application

Verbs Defined:
Estimate- to determine roughly

Key Terms Defined:
Sums- the answers when adding
Differences- the answer when subtracting
Whole numbers- any of the numbers 0,1,2,3,4,5….
Reasonable- making sense

Teacher Speak:
Students are able to give a reasonable estimate when adding and subtracting whole numbers and problems involving money.

Student Speak:
I can find a number close to the exact value (estimate):

- to decide if the sum or difference makes sense (is reasonable) when adding or subtracting two numbers.
- to decide if the sum or difference makes sense (is reasonable) when adding or subtracting money.

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